DOCUMENT RESUME

ED 298 698 EC 210 632

AUTHOR Davis, Pamela S.
TITLE A Prevocational Program for Increasing Career Awareness of Sixth and Seventh Grade Emotionally Handicapped Students.
PUB DATE 88
NOTE 127p.; Practicum I Report, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Career Awareness; *Career Exploration; Curriculum Development; *Emotional Disturbances; Inservice Teacher Education; Junior High Schools; *Prevocational Education; *Special Classes; Student Evaluation; Vocational Evaluation

ABSTRACT

The practicum report describes a program designed to enhance the prevocational education program offered emotionally handicapped sixth and seventh graders in a self-contained classroom setting. Major project goals included incorporating the prevocational educational skills into the daily curriculum and promoting a team approach. The program involved inservice training, orientation sessions, student assessment, and program development and implementation. Program results included student participation in jobs inside and outside of the classroom, visits by resource persons to the class, a field trip to an employment agency, student vocational assessment, and increased student awareness due to daily emphasis on occupational information and everyday living skills. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED298698

PRACTICUM REPORT

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Center for the
Advancement of Education
Ed.D. Program

A Prevocational Program for Increasing Career Awareness of Sixth and Seventh Grade Emotionally Handicapped Students

3301 College Avenue
Fort Lauderdale, Florida 33314
305/475-7300

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Pamela S. Davis

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC 210632

NOVA UNIVERSITY

A Prevocational Program for Increasing Career Awareness of Sixth and Seventh Grade Emotionally Handicapped Students

by

Pamela S. Davis

Cluster 21

A Practicum I Report Presented to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1988

BEST COPY AVAILABLE

000 3

PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Donna L. Williams
Donna L. Williams

Principal
Title

2723 Owen Street
Address

Durham, North Carolina 27703
City, State, Zip Code

March 20, 1985
Date

This practicum report was submitted by Pamela S. Davis under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

4-28-85
Date of Final Approval of Report

Jo Ellen S. Rogers
Jo Ellen S. Rogers, Ph.D., Adviser

TABLE OF CONTENTS

	Page
TITLE PAGE	i
APPROVAL PAGE	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	v
ABSTRACT	vi
Chapter	
I. INTRODUCTION	1
Description of Community	1
Author's Work Setting and Role	3
II. STUDY OF THE PROBLEM	5
Problem Description	5
Problem Documentation	9
Causative Analysis	10
Related Literature	12
III. ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS	22
Statement of General Goals	22
Behavioral Expectations	22
Evaluation Instruments	23
IV. SOLUTION STRATEGY	27
Discussion and Evaluation of Solutions	27
Description of Selected Solutions	30
Report of Action Taken	36
V. RESULTS, CONCLUSIONS AND RECOMMENDATIONS	68
Results	68
Conclusions	83
Recommendations	84
Dissemination	85
REFERENCES	87
APPENDICES	90

Appendices

A MATCHING TEST 92

B STUDENT ASSISTANCE FORM 94

C INDIVIDUALIZED EDUCATION/
EMPLOYABILITY DEVELOPMENT PLAN. 96

D PARAGRAPHS 99

E PRETEST GOAL SHEET. 101

F INFORMAL ASSESSMENT 102

G LIST OF RESOURCES 108

LIST OF TABLES

Table		Page
1	Matching Test Results	69
2	Student Goals	70
3	Jobs for Career Exploration	71
4	Achievement Scores	73
5	Areas of Interest	74
6	Pretest Results	75
7	Learning Styles	77

ABSTRACT

A Prevocational Program For Increasing Career Awareness of Six and Seventh Grade Emotionally Handicapped Students

Davis, Pamela S., 1988: Practicum Report, Nova University, Ed. D. Program in Early and Middle Childhood. Descriptors: Career Awareness/Prevocational Education/Middle School Career Education/Career Exploration/Career Development.

This practicum was designed to enchance the prevocational education program for self-contained emotionally handicapped sixth and seventh graders. The primary goal was to incorporate the prevocational educational skills into the daily curriculum. The second aim was to promote a team approach to meeting the goal.

The writer sought commitment from the administrators and educators; conducted and participated in inservice trainings; planned and conducted orientation sessions; assessed the needs of the students, and developed and implemented the prevocational program in conjunction with the personnel involved.

Overall the results of the practicum were positive. The students participated in jobs inside and outside of the classroom. Resource persons from the community visited the class. A field trip to an employment agency was taken. Vocational assessment results assisted in planning the students prevocational program. The daily emphasis on occupational information and everyday living skills increased the students' awareness.

CHAPTER I

INTRODUCTION

Description of Community

This middle school was the only school serving the needs of the sixth and seventh grade population in this school system of 5,000 students. The school served over 800 students, employed a professional staff of approximately 50 people, and offered core discipline courses and special electives. Band, Music, Art, Computer Literacy, Typewriting/Keyboarding, Special Education, Prevocational Education, Health/Physical Education, Science, Mathematics, Social Studies, Language Arts and Guidance and Counseling were all components of this middle school. The sixth grade students' day was divided into two blocks of time and the seventh grade students had a two-period block for Language Arts with the remaining periods departmentalized.

Although the geographic area had in the past been chiefly rural and agrarian, it was becoming more industrialized and many businesses were opening up for the first time in this area. The community had become a residential haven for people who worked in the nearby areas or surrounding counties. More people who lived in the county commuted out of the county to work than

people who lived in other counties who worked there. As the agrarian nature of the community declined, a larger percentage of students graduated from high school and continued their education beyond the high school level. More than 41 percent of persons over age 25 in the county had college degrees and more than 73 percent had graduated from high school.

This southern environment was a combination of rural and urban lifestyles. The southern section of the county was the site of the state university and the mostly rural northern part was the location of the county seat in which this middle school was located. Remaining areas were farming communities for the most part. In the past twenty years, the number of professional, paraprofessional, agribusiness and service occupations has increased drastically while the number of agricultural workers declined.

The population steadily increased 34 percent over the past ten years from 57,500 to 77,000 persons. The average household income was $27,000 and the average number of family members was 2.5. Forty-five percent of the families rented their dwellings while many others owned houses or mobile homes. In addition, this county had continually posted the lowest unemployment rate of 2.5 percent in the state.

Author's Work Setting and Role

The writer had been employed in the county for four years. Previously, she earned her undergraduate and graduate degrees from a state supported institution approximately 20 miles from the middle school in a neighboring county. Her certifications were in Guidance and Counseling and Special Education-Behaviorally Emotionally Handicapped. During the first three years, the writer was employed in the middle school as an In-School Suspension Teacher, a Cross-categorial Specialist, and a Behaviorally Emotionally Handicapped Specialist. During the practicum implementation phase the writer acted as the Vocational Assessment/Support Services Coordinator for the Behaviorally Emotionally Handicapped students at the middle school and the Job Training Specialist for the high school JTPA participants.

The primary function of the writer was to provide supplemental services and activities that assisted students in successfully completing their school vocational programs. The responsibilities were to (a) analyze and evaluate the personal interests, desires, abilities, and attitudes of students, counseling the individual appropriately, (b) provide the occupational information that students need in making wise vocational choices, (c) work with students individually and in groups, (d) coordinate field trips, (e) assist in

planning vocational related events, (f) correlate job activities with relevant community agencies, (g) serve as a resource person for teachers, and (h) promote and maintain a positive image and good working relationship with business and industry in regard to vocational education.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The prevocational education program, the behaviorally emotionally handicapped program, and the regular classroom program of this middle school did not place great emphasis upon the team approach to educating special needs students. Collaboration between the BEH specialist, the regular classroom teacher and the prevocational educators was very limited. Participation of the regular classroom and prevocational teachers in the school-based committee (SBC) meetings was very rare and Individualized Education Plans (IEP) with prevocational objectives or regular classroom teacher input was virtually non-existent. Therefore, the BEH students lacked the privilege of receiving prevocational instruction designed to meet their unique needs.

The prevocational education program's major focus was exploratory. Most of the seventh graders spent 18 weeks exploring 15 career clusters. In one class, the following career clusters were explored by regular students for nine weeks: Agriculture and Agri-business, Health, Hospitality and Recreation, Home Economics and Consumer Education, Marine Science,

Natural Resources and Environment, Personal Services and Public Service. The BEH students participated in the diagnostic Hands and MIND program. This hands-on learning by doing approach to word attack skills, vocabulary building, reading comprehension and writing skills was individualized in order to remedy the above deficiencies (Joblousky, 1976). In addition, listening comprehension development and reinforcement of skills activities were included to enhance their prevocational programs (Joblousky, 1976). BEH students in this class worked with the vocational aide in the back of the room aside from the class.

During another nine weeks, the following career clusters were explored: Business and Office, Communication and Media, Construction, Fine Arts and Humanities, Manufacturing, Marketing and Distribution, and, Transportation. In this class, the BEH students received the regular competency based prevocational program with job related tasks to perform. This course was taught strictly by a prevocational teacher. The prevocational education program for sixth graders was supposedly integrated into the curriculum by the regular classroom and special services educators. Career exploration activities were coordinated in conjunction with the subject areas in these classrooms for all students.

These approaches to prevocational instruction for

BEH students resulted in a less than adequate version of helping them develop to their highest potentials. Another result of this lack of emphasis on coordination between the special education, the regular classroom and the prevocational programs was that it left prevocational and regular classroom educators lacking information needed to work effectively with BEH students. Therefore, the prevocational specialists, the regular classroom educators and the BEH students were all affected by this lack of team work among the teachers. Unfortunately, the prevocational educators, the regular classroom teachers and the BEH students were frustrated from time to time while attempting to accomplish the goals of the prevocational education program.

Minimal support from the administration appeared to be the main reason why the team approach was not emphasized. The administration's minute involvement in the prevocational and special education programs accentuated an attitude of unimportance and/or isolation. Consequently, the group approach to educating these BEH students and other special needs students was viewed as insignificant. Confidentiality was used as a disguise to withhold pertinent information needed by prevocational and regular classroom educators for working effectively with the BEH students. Subsequently, prevocational and regular educators felt

uncomfortable attending SBC meetings and chose only to attend when it was deemed absolutely necessary. In addition, the BEH specialist and the counselors also neglected to provide consultative services as preventive measures to aid the prevocational and regular educators with those students. Basically, the problems were not solved because the central office administrative staff and the school administrative staff failed to develop team efforts to improve the coordination of the special, regular and prevocational education programs. As a result, their uncohesive approach to team work filtered down to educators of these programs. This dilemma coincided with the rationale that educational programming is only as good as its leaders.

The significance of the prevocational education program for BEH students was questionable. Essentially, the seventh grade regular students received a curriculum filled with a variety of career options whereas the seventh grade BEH students participated in a very limited amount of hands-on activities. As for the sixth grade BEH students, the regular classroom and the special services teachers were responsible for integrating prevocational activities into the curriculum. Therefore, the prevocational education program only modestly aided BEH students in their narrowing of career choices for future employment.

Problem Documentation

Documentation for these problems was evident from the special education folders and the BEH specialist's log. The special education folders revealed no evidence of prevocational education objectives for BEH students. However, if the student was 14 years old or older the prevocational and regular classroom teachers signed the IEP written by the BEH specialist. This gave the impression that they had provided input. From the BEH specialist's log evidence was documented that all of the five seventh grade BEH students requested the regular prevocational curriculum as opposed to the Hands and MIND program. Group discussions and classroom activities revealed that the students felt ostracized when they were removed from the other students and the teacher to work on the Hands and MIND program. Moreover, the log also revealed evidence that prevocational and regular classroom educators desired more information about the BEH students. Another revelation documented was the need for in-service trainings for regular classroom and prevocational teachers in working effectively with BEH students. Over ten years have passed since the laws mandated individualized educational and vocational services for all special needs students. Unfortunately, it was evident that full participation of the appropriate personnel in these programs had not taken place

(Uthe, 1980). Consequently, the lack of a team approach defied the purposes of the laws. Therefore, the handicapped students' educational and vocational plans aided them minimally in reaching their potentials. When properly executed, the team approach provided systematic plans of action for the successful completion and growth of academic and vocational instruction (Easton, 1982).

Causative Analysis

If the central office administrative staff and the school administrators had led the way by developing working relationships that projected a team approach, teachers might have considered the approach important. Consequently, the lack of support and commitment of the administrators affected the performance of the teachers. Communication broke down since the roles were not clearly defined, the funds needed were not available and the program outcomes were not addressed with the school personnel (Stodden, 1980). Formal as well as informal communication was essential in obtaining and maintaining upper level and administrative support (Petzy, 1980).

Another result from the lack of communication was that appropriate personnel were not kept informed in order that adjustments could be made to meet their classroom situations (Stodden, 1980). Keeping everyone informed was one key to stimulating discussion

(Petzy, 1980) about the special and prevocational education programs.

The lack of inservice training for regular classroom teachers also caused problems. They felt incompetent: (a) in handling BEH students in their classes; and (b) in incorporating vocational education into the daily curriculum. Fortunately, some educators from various fields finally recognized the benefits of keeping abreast of each other's programs (MacArthur, 1981). Their solution was to provide preservice and inservice trainings: (a) to prepare special, vocational and regular educators in planning; and (b) to train them in how to work effectively with special needs students (MacArthur, 1981).

In this setting, the lack of cohesiveness made the prevocational educators unwilling to attend the SBC meetings. By law, the prevocational teacher and/or a vocational rehabilitation counselor were mandated to be present during SBC meetings for students 14 years of age or over (State Department of Public Instruction [SDPI], 1984). Nevertheless, they very seldom participated.

The most disturbing cause of this problem was that prevocational educators did not actively participate in the development of the IEP. This role of the prevocational teacher was very important to the IEP process but generally this role was not fulfilled (Uthe, 1980).

The Related Literature

During the sixties and seventies, various groups rallied to obtain and protect their rights. Among these groups were the handicapped. Hence, the laws were passed to ensure the rights of handicapped persons. First, Public Law 93-112, Rehabilitation Act of 1973 (PL 93-112) was passed to assure handicapped individuals equal benefits and services in federally funded vocational preparation and employment programs receiving $2,500 or more (MacArthur, 1981). Along with equal benefits, the law also required these programs to develop affirmative action plans to recruit, hire, train and promote handicapped persons (MacArthur, 1981).

The second law, Public Law 94-142, Education for all Handicapped Children (PL 94-142) mandated a free and appropriate education in the least restrictive environment (Flad, 1980). In addition, appropriate vocational education was to be provided for all handicapped children (Uthe, 1980). Confidentiality of the students' records, non-discriminatory evaluations, IEPs and due process procedures were all components of this law (MacArthur, 1981).

The third law was Public Law 94-482, Amendments to the Vocational Education Act of 1976 (PL 94-482). It was passed to assure that academically and economically disadvantaged learners received special services,

assistance, or programs to aid them in succeeding in their vocational education programs (Wircensky, 1982). This law also funded monies to meet the goals of PL 94-142 (MacArthur, 1981). Accordingly, these laws provided for the following assessment procedures in conjunction with placement, assessability of buildings and facilities, program accommodations and curriculum modifications, faculty development, selection of appropriate instructional technology and materials, management of a reporting system and follow-up activities (Uthe, 1980).

For eligibility and planning purposes the laws defined handicapped and disadvantaged learners. The handicapped learner was defined: (a) mentally retarded, (b) hard of hearing, (c) deaf, (d) speech impaired, (e) visually impaired, (f) seriously emotionally disturbed, (g) orthopedically impaired, or (h) other health impaired person, or (i) persons with specific learning disabilities; and (j) who by reason of above: (a) required special education and related services and, (b) could not succeed in the regular vocational education program; or (c) required a modified vocational education program (Wircensky, 1982); King-Fitch, 1983). The disadvantaged learner was defined as having academic or economical disabilities, thus requiring special services, assistance, or programs in order that he/she may succeed in vocational programs (Wircensky, 1982).

These special needs students did not respond to the traditional school offerings in the expected manner (Menz, 1978). Usually they had difficulty with reading or writing assignments, doing simple mathematical calculations or comprehending written or oral assignments (Wircensky, 1982). As a result of these academic deficiencies or problems, the special needs learners' behavior was atypical: (a) often withdrawn or disruptive in school; (b) associated with few friends and may not participate in school functions; (c) reported to display attitudes of disrespect for personal and/or school property; and (d) less respectful to authority figures both in school and in the community in general (Wircensky, 1982; Menz, 1978). Often the problems of special needs learners were numerous: (a) home environments were sometimes classified as socioeconomically depressed; (b) living with single parents who were or were not employed; (c) one or two parents were employed in unskilled or semi-skilled positions; (d) family interactions and discussions tended to be void owing to parents being fatigued or preoccupied with work and/or many facets associated with nurturing a sometimes large family (Wircensky, 1982). Subsequently, these problems frequently manifested students who were street-wise and active illegally in crime, drugs, gangs or violence (Wircensky, 1982). With this experience they usually disliked school and showed

their discontent by excessive tardiness, absenteeism and finally by dropping out when they reached the legal age to quit school (Menz, 1978).

In 1987, there were a large number of special needs students across the country who were out of school and unemployed. Some dropped out and others completed their formal training. Whatever their status, it was difficult for them to find employment (Gruenhagen, 1979). In 1976, it was reported that only four million of the 11 million handicapped persons eligible for competitive employment were actually employed (Gruenhagen, 1979). However, MacArthur stated in 1981 that employment statistics for handicapped persons had improved: (a) 42 percent of the employable handicapped were employed; (b) 22 percent less was earned by the handicapped as compared to their non-handicapped peers (meaning that 85 percent earned less than $7,000 per year and 52 percent earned less than $2,000); (c) 40 percent of the employable handicapped worked as compared to 74 percent of the employable non-handicapped; and (d) 78 percent of all handicapped women were unemployed (Edgar, 1985; MacArthur, 1981). In 1985, Edgar reported that 60 percent of the special needs students found jobs after leaving high school (Edgar, 1985).

Among the special needs learners, the emotionally disturbed student was at a particular disadvantage in regard to securing and maintaining long-term employment

due to deficiencies in social skills (Levinson, 1984). Therefore, programs must focus on academic, behavioral, social and emotional skills (Levinson, 1984) in addition to employment strategies, job retention and advancement strategies (Husazi, Gordon, and Roe, 1985). Practicing work habits and developing positive qualities were encouraged by classroom teachers. Similarly, on-the-job trainers generated positive social interaction between special needs students and their work supervisors (Peck, Fasbender, Cooke, and Apolloni, 1982).

From MacArthur's (1981) study we found that handicapped persons' work habits were reported as positive for 100 major corporations polled. The statistics showed: (a) 66 percent stated that there was no difference between the productivity of handicapped and non-handicapped workers; (b) 59 percent reported lower accident rates for the handicapped; (c) 55 percent reported lower absenteeism rates; and (d) 83 percent reported a lower turnover rate. These statistics led us to concur that some educational programs were addressing the academic and vocational needs of handicapped students.

Several factors contributed to the rationale for providing vocational education. Social and economic changes in our society fostered serious considerations for career exploration, career education, career guidance, and vocational and technical education in the

schools (Menz, 1978). This was primarily due to the unemployment rate for the unskilled laborer and the limited employment opportunities for the handicapped (Flad, 1980).

A variety of programs were designed to help disadvantaged and handicapped learners address their needs. Vocational assessment of strengths and needs (Flad, 1980), job preparation skills, technical skills, job search skills, or job holding skills (Wircensky, 1982) were incorporated in educational programs.

Some of these educational programs were increasingly effective in using the school environment to aid these students in developing employability and job skills necessary to make a successful transition from school to the world of work (Wircensky, 1982). Since middle school students were at a critical time in their lives for career development (Cole, 1982) it was essential that long range developmental career planning programs provided students with decision-making and goal-setting skills (Fullerton, 1980). Goal-setting skills were used to guide the special needs students in choosing realistic career options and channeling their in-school efforts toward meeting those specific goals (King-Fitch, 1983). However, before the goals were written, the vocational assessment process aided these students in understanding themselves in relations to the world of work (Stodden, 1980). They became familiar

with their interests, needs, abilities, values, attitudes and self-concepts (Petzy, 1980). Furthermore, they were able to correlate this information with career options.

In some school systems, developmental prevocational education programs were provided for the early adolescent population. Prevocational education has been defined as career exploration focusing on hands-on activities with job related tasks in conjunction with an occupation or career cluster depicting situations from the world of work (Flad, 1980). The activities included shadowing, field trips and exploratory job samples (Gruenhagen, 1979), and work-study programs (Fardig, Algozzine, Schwartz, Hensel, and Westling, 1985).

A few factors were taken into consideration to promote effective vocational programs. Support, commitment, and the integration of services seemed to be the most important. Obtaining support and commitment from the central office administrative staff, the school administrative staff and the school personnel increased the chances of maximizing the use of existing resources within school systems (Petzy, 1980). These factors also helped to maintain appropriate levels of communication between different staffing areas (Stodden, 1980). Subsequently, this process promoted collaborative efforts involving the educational system as well as the business, labor, industrial, professional and

governmental community (Gruenhagen, 1979) in meeting students' needs.

The need to bridge the gap between academic and vocational programs existed in many school systems. Although improvements were made, research has found relatively low levels of communication and cooperation between those responsible for vocational and special education programming (Cobb & Phelps, 1983). The leadership of some vocational educators has been an important asset in providing consultative services and/or inservice trainings for personnel of other areas. This collaborative effort also has included playing a part in the development of the IEP (Flad, 1980). Even though the law required that vocational goals be written in the IEPs of special students 14 years old and older, one study reported that less than half of the IEPs contained one as an annual goal (Cobb & Phelps, 1983). The counselors and vocational educators were not as active in individualized plan development (Humes, 1982) as they should have been. It was found important to participate in the IEP development: (a) working jointly with the students, parents, special educators, regular classroom teachers, counselors, administrators, and others helped to insure the development of appropriate educational plans for special needs students; (b) learning about the special needs students' health problems, levels of performance and their abilities to

function effectively in various work settings is essential for placement; and (c) learning which areas need assessment for vocational planning. (Uthe, 1980). Aside from the above, vocational educators, counselors and special educators worked jointly to decide on how and when best to implement specific recommendations imperative to providing appropriate services (Uthe, 1980; Menz, 1978).

Recently, more school systems adopted plans to build cooperative relationships between special, vocational (MacArthur, 1981) and regular program areas. Aiding the regular and special teachers in implementing career information into the existing curricula was an important role for vocational educators (Gruenhagen, 1979). Curriculum areas were identified as the most important site for vocational information since most occupationally related skills are acquired in the classroom (Flad, 1980). Developing course syllabi for specific programs or new courses has been another way of making sure that competency based skills, with criterion levels and evaluation processes (Uthe, 1980) were integrated into the school's daily curriculum.

For the most part, public school systems were providing special education to special needs students and vocational education for all students in some kind of form or fashion. The trend today is to provide developmental special and vocational education programs

through the integration of the school and community resources. The programs focused on the needs of the community as well as the individual students. They incorporated vocational education into the curriculum for the benefit of all students and in IEPs for special needs students. Inservice trainings served to aid educators in writing and selecting competency statements for the curriculum and IEPs. They also helped in developing various methods and strategies for working effectively with special needs students, and keeping them abreast of the programs' goals. Administrative support, commitment, and the integration of the available resources appeared to be the key factors in developing and maintaining appropriate vocational and special education for handicapped students in public schools. Much to our dismay, private schools were more deficient in vocational training (Morgan, 1983) than public schools.

The implications seemed to indicate the need for vocational, special and regular educators to jointly plan the prevocational program. The major trends appeared to be in securing administrative and school personnel who were supportive, committed, willing to participate in training, and who kept abreast of programming. These factors aided regular as well as special needs students in choosing careers based on his/her capabilities and compatibilities. Only then might more handicapped persons become employable.

CHAPTER III

STATEMENT OF GENERAL GOALS

Listed below are the goals which were developed to provide supplemental prevocational experiences for BEH students. Each individual's abilities and interests were given consideration.

1. All students will complete a written test that includes matching personality traits commonly associated with ten occupations at 80 percent accuracy (See Appendix A).

2. Given a comprehensive vocational assessment, each student will aid the Vocational Assessment/Support Services Coordinator in developing objectives for an individualized education/employability developmental plan and match three potential occupations (See Appendix B).

3. After field trips, interviews and/or guest lecturers, students will observe and demonstrate their understanding of three occupations presented, by developing a paragraph listing at least ten factors important to each one.

Behavioral Expectations and Evaluation Instruments

Objective number one was measured with a written test. The student matched personality traits commonly

associated with ten occupations. The ten occupations were drafted from the county employment security commission's 1986-90 Local Labor Market Projections and the state employment security commission's listing of New Occupations for the year 2000 and beyond.

Objective number two was accomplished through various vocational assessment instruments: (a) Wide Range Achievement Test - Revised; (b) Geist Picture Interest Inventory - Revised; (c) World of Work In-School Career Education Program Pre/Post Test; (d) C.I.T.E. Learning Styles Inventory; (e) Functional Interpersonal Relationship Orientation-Behavior, and (f) Informal Assessment. Each instrument was briefly described in the following paragraphs.

Level two of the Wide Range Achievement Test-Revised (WRAT-R) was administered to the students. Reading, spelling and arithmetic grade ratings were obtained in each of the three subtest areas. It aided the educators in determining precisely where the individuals were having difficulty and in prescribing remedial/educational programs which would target treatments for specific deficits.

The reading subtests consisted of two pre-reading parts and one formal reading section. The spelling subtest consisted of a pre-spelling section with two parts and a formal spelling section. The arithmetic subtest was composed of an oral section with three parts

and a written computation section with just one part.

The reading subtest was administered individually. The oral part of the arithmetic test was administered individually but the written subtest was administered in groups. The spelling subtest was administered individually and in small groups.

The Geist Picture Interest Inventory (GPII) used photographs representative of occupations and hobbies. General interest areas were assessed: (a) persuasive, (b) clerical, (c) mechanical, (d) musical, (e) scientific, (f) outdoor, (g) literary, (h) computational, (i) artistic, (j) social service, and (k) dramatic. It was useful for working with students who have limited verbal abilities. The pictures were also useful in counseling to elicit stories to gain insights relative to occupational rejections, attitudes toward work, and family relationships.

The booklet contained 44 triads of drawings, representing major vocations and avocations. There were 132 drawings in all: 113 activities and 19 objects associated with activities. Only the common occupations in most parts of the United States were included. Stereotypy was avoided in the drawings.

The GPII was self-administered. In addition, the students completed a portion of the scoring. The GPII was administered with individuals and groups. There was no time limit but examinees were encouraged to work

rapidly.

On the World of Work Pre/Post Test, the students were directed to write general information about themselves and define twelve common occupational words.

The C.I.T.E. Learning Styles Instrument identified the students' preferred learning style. Nine style areas were included: (a) auditory language, (b) visual learning, (c) auditory numerical, (d) visual numerical; (e) auditory-visual-kinesthetic combination, (f) individual learner; (g) group learner; (h) oral expressive; and (i) written expressive. Additionally, major and minor learning styles were provided by the instrument.

The Functional Interpersonal Relationship Orientation-Behavior (FIRO-B) assisted in helping students become aware of how they related to people. The instrument indicated a range of scores from under social to over social. What the student expressed and what they actually wanted in relationships was determined. With counseling, this instrument helped the students to open up about themselves.

During the informal assessment conference, the students expressed their attitudes about future occupational and educational aspirations, interests, aptitudes, abilities, personality traits, jobs, people, themselves, job satisfaction, experiences and family members occupations. With information from the

instruments, the Vocational Assessment/Support Services Coordinator logged the student's assistance in developing his/her individualized education/employability developmental plan (IEEDP) (Appendix C).

Objective number three was measured with a written activity. After receiving the opportunities to participate in a field trip, interviews, guest lectures, classroom instruction, vocational related activities and work experiences, each student was requested to develop a paragraph listing at least ten factors important to three occupations in which they chose to study.

Test data were analyzed by the comparison of scores and percentages whenever appropriate. Vocational assessment data were synthesized to aid in the development of the IEEDP goals and objectives. The goals and objectives were met when the stated performance level had been accomplished. Data from several of the activities were presented in tables.

CHAPTER IV: SOLUTION STRATEGY

DISCUSSION AND EVALUATION OF SOLUTIONS

Since our educational systems are responsible for producing employable special needs persons, a number of educators designed programs intended to meet their needs. The approach taken when designing these programs was crucial if the programs were to be effective. Petzy (1980) proposed three important phases for effective programming: (a) a comprehensive review of the literature; (b) a model with developmental steps; and (c) a tentative set of criteria for ensuring the reliability and validity of the model. It was reasonable to assume that a program designed from these steps was probably beneficial to special needs students. In addition, it was proposed that the use of inservice training, the integration of the school's resources, and the assessment procedures phased into the on-going curriculum (Petzy, 1980) improved prevocational programs. Subsequently, this model promoted the participation of the entire school environment in designing a vocational assessment manual. This helped to ensure support and commitment from school personnel.

Similarly, Stodden (1980) promoted the use of the school's existing resources. He indicated that this was one of the roles of the vocational teacher (Stodden, 1980).

Furthermore, he suggested that he/she assist other school personnel in planning, developing and implementing a vocational assessment process (Stodden, 1980). It did seem logical that when the vocational teacher took a leadership role and aided her co-workers in assessment procedures and the locating of resources, then he/she became an invaluable asset. Stodden (1980) also suggested that administrative planning, preparation, comprehensive needs assessment procedures, communication linkage, inservice training, situational assessment packages and procedural manuals were all components of a meaningful vocational assessment program. Programs of this nature were sufficient for junior and senior high school special needs students.

King-Fitch's (1983) first step in vocational assessment was that of reviewing the special services folder and talking to significant others. Although the writer did agree that reviewing the folder and talking with significant others was a beneficial step because it gave the teacher a better understanding of the student, she did not agree that it should be the first step. Like Petzy, King-Fitch (1983) has agreed that integrating the assessment procedures into the on-going curriculum was a viable means of assuring that all students received career planning information.

According to Uthe (1980), vocational assessment helped students develop an awareness of physical,

educational, academic and training requirements of various occupational areas, particularly those in which they displayed the necessary aptitudes, interests, preferences, manual dexterity and occupational potential to function successfully. Even though this assessment procedure was thorough, it was very expensive and some of the assessment tools he used were inappropriate for the middle school student.

The career education component of vocational education program was highly regarded by previous researchers and problem solvers. Gruenhagen (1979) reported how the incorporation of career education information established in the daily curricula aided special needs students. Again, this was an excellent approach to providing career education on a daily basis. Much to our dismay, some teachers were reluctant to incorporate it in their lessons.

Other approaches to teaching career education included acquiring specific employability skills. These skill areas taught: (a) job preparation and decision-making skills (Easton, 1982; Fullerton, 1980); (b) financial management, values clarification, socialization, and communications skills (Wircensky, 1982); (c) educational and economical awareness and attitudes and appreciations (Gruenhagen, 1979); and (d) work and living skills (Uthe, 1980). They served to promote self-awareness, life skills and employability skills which

were all pertinent for success in the world of work.

Pooley's (1979) experiment showed that instructional and group process methods aided students in developing career planning skills. His experiment also indicated that his community resource program did not help to improve the student's self-concepts as the other two methods did (Pooley, 1979). Pooley (1970) clearly outlined strategies to prevent problems with programming: (a) career education innovations should be planned cautiously; (b) adequate planning time should be provided; (c) extensive inservice training should be provided; (d) formal and informal lines of communications should be identified, established and maintained; (e) projects should begin on a small scale and increased later; (f) project initiators should seek support from the staff; (g) outside consultants should be utilized, and (h) materials should relate to academic and occupational concepts. These strategies served to implement career planning programs that met the needs of adolescents.

Description of Selected Solutions

Ten BEH students enrolled in the middle school participated in this problem-solving activity from September to December, 1987. The Vocational Assessment/Support Services Coordinator, the BEH specialist, the prevocational educator and the work supervisors worked together in providing the

prevocational education programs for these students. Permission was obtained from the principal, the Vocational Education Director and the Exceptional Children's Director. Supplies and materials were primarily sponsored by the Vocational and Special Education Programs. The facilities were provided by the school principal.

Individual needs were met through assessment, remediation, academic and vocational instruction, counseling, on-campus work experience and parental contact.

The writer's rationale for infusing career education concepts throughout the daily curriculum was based on the research that these types of educational experiences were very successful in maintaining the attention and enthusiasm of students (Redington, 1980). Most of the projects discussed here have been successful because they began with research, commitments from administrators and faculty, and in-service training for educators. Involving staff members in training encouraged them to increase their individual skills and promote group solidarity (Kramberg, 1980) in major and minor subject areas and with other programs. Training caused the teachers to make the subject matter more relevant to students. For example, in math, the student learned how to pay his/her bills, to estimate his/her gas mileage (Brolin, 1978) and to basically determine

how much money was needed to live independently. The revitalization of the traditional educational experiences was necessary to help special needs students make wise career choices. As in the math class, the English class also provided numerous opportunities to develop students' career awareness. At Prall Intermediate School, pre-employment skills were learned in the language arts classes which included information research, interviewing techniques, quotations, summarization, the drawing of conclusions, and making interesting oral presentations (Edelman, 1980). In Rubowitz's (1980) language arts classes, students enjoyed writing and producing plays about the world of work. Another teacher allowed students to design career data bulletin boards (Bearg, 1980).

Since the business letter is essential in the job search regardless of one's career ambition, Carol Bona (1980) taught her students to write impressive letters and resumes, and to fill out acceptable job applications. Once the students understood the relevance and the necessity of these skills, their motivation increased (Bona, 1980). Relevancy was important to the special needs student because he usually wanted to know why it was important for him to learn certain information. Once the relevancy was explained, he became anxious to learn.

Potential drop-outs were also placed in a modified

English class that offered the above approach. Students repeatedly informed the teacher that the course was informative, interesting and helpful, both before and after graduation (Bienstock, 1980). Using guest speakers in minor and major subject areas also exposed students to primary resources of information on careers and reinforced learning (Peters, 1980). From guest speakers, students learned how to interview people from different areas of work (Bearg, 1980). Another community oriented program has chosen a "career of the week", where volunteers taught career exploration classes based on student interest (Melton, 1980). In turn, the students became resource speakers for younger students (Melton, 1980). Parents as well as prominent workers of the community provided meaningful experiences for students. Another strategy, a student employment program, helped to assist students in learning about the world of work. There were cases where students worked so productively on a part-time basis that they were offered full-time employment with substantial promise for meaningful promotion upon graduation from high school (Suprina, 1980). There were cases where students were placed in jobs that they desired only to find that the jobs were not what they had expected, nor what they wanted to do for the rest of their lives (Suprina, 1980). In such cases, it was extremely fortunate that they learned that hard lesson early in their

potential work careers so that they could adjust their future plans accordingly (Suprina, 1980). The writer's on-campus work program was developed to provide students with hands-on experience working with supervisors and co-workers with strategies to help students improve interpersonal skills and acquire appropriate work habits.

Prall Intermediate School organized a talent show each year as a career education experience. Many of the participants performed their intended life's work. Others handled the audio visual equipment, stage preparation, balloting, costume preparation, make-up, and the announcer and stage manager positions (Karlin, 1980). From these performances, some students decided to apply to schools of the performing arts and some decided against this field of work because it was too distressing (Karlin, 1980). Although the BEH students may not reach these heights, this kind of work activity helped to lead to self-assessment. This type of project also helped some students perform similar functions later on in their lives (Karlin, 1980). Basically, the infusion of career education into the daily curriculum aimed at providing opportunities for special needs students to grow in their understanding of jobs, careers, and the world of work in general. It encouraged students to look at the issue of how to choose a career based on their interests, abilities,

achievements and work values. It was also important in helping students understand the levels of employment since the effect of their incomes would influence their future lifestyles (Karlin, 1980).

In order to create and to implement these projects, the professionals researched careers and communicated more frequently with their students (Bearg, 1980) and co-workers. In turn, the students completed their research by using the human and community resources available to them (Bearg, 1980). As a result, the affective and cognitive benefits of everyone's experiences added a dimension beyond that of the traditional curriculum.

In summary, Brolin (1978) and others have presented several reasons why infusing career education into the daily curriculum is essential in helping special needs students:

1. Career education is an extension from early childhood through the retirement years.
2. It focuses on the full development of all individuals.
3. It provides the knowledge, skills, and understandings needed by individuals to master their environment.
4. It emphasizes daily living, personal-social, and occupational skills development at all levels and ages.
5. It encompasses the total curriculum of the school and provides a unified approach to education for life.
6. It focuses on the total life roles, settings, and events and their relationships which are important in the lives of individuals, including those that pertain to work.
7. It encourages all members of the school community to have a shared responsibility and a mutual cooperative relationship among the

various disciplines.
8. It includes learning in the home, private and public agencies, and the employment community as well as the school.
9. It encourages all teachers to relate their subject matter to career implications.
10. It includes basic education, citizenship, family responsibility, and other important education objectives.
11. It provides for career awareness, orientation, exploration, and skills development at all levels and ages.
12. It provides a balance of content and experimental learning, permitting hands-on occupational activities.
13. It provides a personal framework to help individuals plan their lives including career decision making.
14. It provides for the acquisition of a salable occupational entry-level skill upon leaving high school.
15. It is a life long education based on principles related to total individual development.
16. It actively involves the parents in all phases of education.
17. It actively involves the community in all phases of education.
18. It encourages open communication between students, teachers, parents, and the community.

Report of Action Taken

The ten students participating in this practicum were severely emotionally handicapped. The population was composed of three sixth graders and seven seventh graders. The one female was a seventh grader. Most of the students had serious problems, but three of them had recently been discharged from long-term residential treatment programs. Their entrance into society took extreme tolls on the public school system, the families, the law enforcement officers and the community as a whole. One student, because of deteriorating behavior,

was enrolled in the homebound instruction program before the practicum completion.

Taking this population into consideration, the writer formed a team of persons to implement this problem solving activity. The primary team included the Vocational Assessment/Support Services Coordinator, the BEH specialist and the prevocational educator. The secondary team consisted of the teacher assistant, the work supervisors and the other volunteers. All of the above persons had some experience working with special populations aside from their experiences in the world of work.

Implementing this prevocation program meant selling change because it required a shift from traditional content based curriculum to one which was more process based. Therefore, administrative support and commitment was essential for putting the program into practice. After soliciting support and commitment from the principal, the Vocational Education Director and Exceptional Children's Director, the Vocational Assessment/Support Services Coordinator participated in and conducted several training sessions. Upon completion of the writer's vocational assessment training and Disadvantaged and Handicapped Certification, orientation sessions were held to firmly commit the administrators and the team members, and introduce the program to other school personnel.

Inservice training for the personnel working with the students required active cooperation and involvement. The BEH specialist described the population and provided useful behavior management techniques and instructional tips for the work supervisors and the invited guests. The Vocational Assessment/Support Services Coordinator introduced the work experience program forms and the evaluation process. The prevocational educator shared vocational materials and techniques for infusing the materials in the daily curriculum of the BEH classroom. This session was an addition to the problem solving activity. The prevocational teacher felt that she could contribute more to the activity by sharing her materials and expertise. These sessions included lectures, discussions and role-playing.

Family support was crucial in helping the students. All of the families at some points in the practicum contributed to the learning of the competencies by discussing and participating in activities occurring in the classes, in the work world and/or society. Parents were asked to assist their children by structuring responsibilities, developing career awareness, teaching specific skills and providing a secure psychological environment where self-confidence and independence could be developed adequately. At times some of the parental support was questionable.

Nevertheless, all parents were requested to encourage in some areas: (a) grooming, dressing and eating properly; (b) coming to school on a regular basis; (c) having and using a weekly schedule; (d) discussing school activities; and (e) behaving as best they could. The BEH specialist plotted daily grooming, dressing, eating, work and behavior rating charts which included their individual and group goals. Each week a note to be discussed by a parent and the student was sent home. Feedback provided by the parents was discussed in the discussion group class.

The approach used to teach this prevocational program was process oriented. The curriculum related directly to the outside world and focused on each student's unique ways of learning and motivation. Skills necessary for survival in the world of work were integrated into the curriculum. Even though a timeline specified designated days for competencies, it must be noted that all students, due to varying abilities and behavior problems, required different time spans to acquire competencies.

The BEH specialist was primarily responsible for integrating occupational information into the daily curriculum. Group sessions were held first period each morning. This class served many functions. It aided in acquainting the students, the teacher assistant and the teacher with each other. They discussed classroom

management procedures and their goal ratings. The evaluating and plotting of the ratings during the first period provided the students with unique opportunities: (a) positive strokes; (b) discussion time for annoying problems; and (c) time to improve their behaviors. Occasionally this and other classes were interrupted due to the students' unmanageable behaviors.

After the discussion period, short filmstrips were shown: (a) Why We Work; (b) You, Your Employer and Your Co-Worker; (c) Your Progress on the Job; (d) Your First Days on the Job; (e) Which Job is Best for You; (f) Before the Search Begins; and (g) Making a Good Impression on the Job.

The students who were able to manage their behaviors took the World of Work Pre/Post Test and discussed their answers, role played situations, and completed job-related worksheets from Life Skills, Attitudes on the Job workbook. Prior to the Thanksgiving vacation the students planned a Thanksgiving Party for themselves and the administrators responsible for providing support for the problem solving activity. They utilized skills taught from each class in the group activity.

The reading class primarily focused on the exploration of the fifteen career clusters suggested by the government and the occupations they chose to study. The World of Work text, pre/post test and worksheets

were some of the resources used to develop goals and evaluate their progress. Other resources were also used: (a) the Guide to Career Exploration; (b) The Career Box; (c) the Career Opportunities Workbook; (d) the Desk Top Career Kit; and (e) Sequences in Self-Exploration. The students chose three careers to study based on their stated and tested interests, their personality traits, their life goals and the overall assessment results. Since the students' levels of intelligence were diversified, the paragraphs describing their future occupations varied in levels of performance (Appendix D).

The language arts class reinforced some of the reading class assignments. More career exploration activities as well as job readiness skills were applied in this class. The students viewed Making an Application and The Interview filmstrips. They practiced filling out job applications and other job-related forms, completed a personal data card, and role-played job interviews. Getting the Main Idea, Using Details, Using Sequence, Working with Inferences, Preparing for a Job, The Job Application Form, and The Job Interview were the activity workbooks used. All of the students could not successfully fill out job applications and other job-related forms without assistance due to their abilities.

The students also practiced the job search steps to

obtain their classroom jobs and the on-the-job training positions. The BEH specialist provided tasks, directions and information to help the students understand the roles and responsibilities of the employee and the employer. After which the students were interviewed by the teacher and the work supervisors.

The math class was instrumental in helping the students become more aware of the financial realities of life. Based on their abilities, this class provided the students with the following opportunities: (a) counting money; (b) understanding the check deductions; (c) practicing opening and maintaining checking and savings accounts; (d) constructing personal budgets; (e) purchasing food and clothes; (f) identifying measurements; and (g) practicing telling time. All of these skills were used in planning the Thanksgiving Party. A classroom money kit and the workbook, Math for the World of Work was used to teach competencies in this class.

In the spelling class, job-related words and abbreviations were studied and defined. A dictionary of job survival words and abbreviations was completed by most of the students. The teacher used Your Working Life as a resource to develop instructional materials for this class.

Basic personal data information, signatures,

job-related forms, resume worksheets, and job-related letters were practiced in the writing class. Some of these assignments were too tedious for the student with neurological problems and the student who could only print. The more difficult assignments were completed orally by these students. Life Skills, Writing in the World of Work served as the primary instructional resource.

In the social studies classes the students practiced reading maps, identified the local transportation modes and defined the democratic form of government. Guest speakers such as a police officer, a town council person and a recreation director were invited to discuss the local laws, the major responsibilities of a citizen and available community services.

The health class was used to promote proper grooming, dressing and eating habits. This portion of the school day was also used to prepare for the Thanksgiving Party. The students planned the menu based on the lessons in nutrition and the local grocery ads. The meal was prepared according to the safety rules discussed in class.

An exercise chart was plotted three times a week when the students reported the results of their personal exercise programs. Each student was also encouraged to plan activities for their leisure times.

In addition, a doctor was invited to this class to discuss common illnesses, medical resources, and common medications. An emergency medical technician described the basic first aid techniques to the students.

In the biology, art, physical education and music classes each student reported on one person with a career which interested them. Instead of using written resources, each student interviewed a person of their choice. They discussed the advantages and disadvantages of the jobs, the qualifications, job characteristics, and local labor market statistics.

The Vocational Assessment/Support Services Coordinator met with the students in attendance once a week. The student were assessed in groups and individually.

Assessed were student's achievement levels, strengths and weaknesses, learning styles, interests and temperaments. An IEEDP was developed with student, parents, teacher, and counselor input. Individual sessions were held with the students to explain the results of the assessment tools. Based on the students' goals and abilities the IEEDPs were evaluated and updated monthly. The Vocational Assessment/Support Services Coordinator also assisted the students in choosing occupations to study which were commensurate with their interests, abilities, and physical and psychological needs.

An on-campus work experience program aided the students in gaining experience while working with school personnel. The students received token money or free time when each of the weekly evaluations of their job performances and personal characteristics met the criteria. The students worked with the supervisors the last month of the problem-solving activity. Free time could be earned during the last 15 minutes of each day or token money could be used to deposit or purchase items from the class store. The items included snacks, school materials, magazines, books, games and toys which were donated by community businesses and agencies. The students worked as janitorial assistants and cafeteria workers.

A field trip was taken to the local unemployment security office to introduce it services. The students also participated in a career fair sponsored by the vocational educators.

Due to behavior problems, time, high absenteeism, and ability levels, all of the competencies outlined on the calendar plan were not completed by all of the students. The calendar plan identifies the basic specific student competencies addressed by this practicum.

Calendar Plan

Section I - Administrative Involvement

Month		
	1.	Solicited Support
March	a.	Solicited support and commitment
1986		from the principal, the Vocational Education Director and the Exceptional Children's Director to help ensure an effective program.
August	b.	Provided program orientation to
1987		the principal and the BEH Specialist.
September	c.	Introduced the program to the
1987		faculty and staff.

Section II - School Personnel Training

Month		
	1.	Inservice Training- Vocational Assessment/Support Services Coordinator.
		1. Attended staff development activities.
May	a.	Vocational Assessment and
1986		Job Placement Workshop.
September	b.	1986 Annual Vocational
1986		Summer Workshop.
September	c.	Vocational Education
1986		Assessment Workshop.

April-May 1987	d. Development of Comprehensive Vocational Assessment Programs.
May 1987	e. 1987 Disadvantaged and Handicapped Certification Workshop.
August 1987	f. 1987 Annual Vocational Summer Workshop.
August - September 1987	2. Participated in introductory sessions for the program.
October 1987	3. Participated in the work supervisors' training.
August - December 1987	4. Provided resources, support and guidance throughout the practicum.
August - December 1987	2. Inservice Training - BEH Specialist 1. Participated in the introductory sessions of the program. 2. Provided behavior management techniques. 3. Provided instructional tips to guests and work supervisors.
August - December 1987	3. Inservice Training - Prevocational Educator 1. Participated in the introductory sessions for the program.

2. Provided the available resources.
3. Provided techniques and activities for infusing occupational information into the daily curriculum.

August - October 1987

4. Inservice Training - Supervisors for Students.
   1. Participated in an introductory session.
   2. Participated in a behavior management session.
   3. Participated in a work supervisors' responsibilities session.

September - December 1987

5. Inservice Training - Guests
   1. Provided a brief overview of the program.
   2. Described the population and the setting.
   3. Provided instructional presentation tips.

Section III - Parent Involvement

Month

September - December 1987

1. Parent Participation
   1. Encouraged the child by helping him/her dress, eat and behave properly.
   2. Shared the daily school experiences

with the student.

3. Provided the student with a supportive environment in which to live.

Section IV - Student Training

Day 1. Communicated with others - Discussion Group Class

1 1. Played a get acquainted game.

2-3 2. Discussed the class schedules, rules, and procedures to follow.

a. Remained on assigned task.

b. Completed assigned tasks according to the criteria of the teacher.

c. Reported to class on time.

d. Were neat in appearance.

e. Followed the class rules and procedures.

4-13 3. Discussed how employment affects our lives. Objectives numbered 3-12 were developed from the Life Centered Career Education: A Competency Based Approach (1978), and objectives numbered 13-19 were developed from The World of Work In-School Career Education Program (1981).

a. Identified the role of employment in

building personal and social relationships.

b. Identified personal needs that can be met through work.

c. Identified status needs met through work.

d. Describe how work relates to one's self-esteem.

e. Identified ways in which individual workers help society.

f. Identified ways in which members of a specific occupation contribute to society.

g. Identified ways in which workers on different jobs are interdependent.

h. Describe societal rewards for different occupations.

i. Identified reasons why people are paid for working.

4. Identified reasons for working with others.

5. Recognized the importance of individual components in a cooperative effort.

6. Completed a task working with other persons.

7. Identified potential problems to be encountered on the job.

8. Identified potential methods for dealing with these identified problems.

9. Identified resources for assistance of

problems that cannot be personally resolved.

20 10. Identified potential safety hazards on the job.

21 11. Followed safety instructions on the job.

22 12. Identified major reasons for practicing safety on the job.

23 13. Located his/her job site and arrive on time.

24 14. Wore appropriate clothes for the job site.

25 15. Followed the directions of the employer.

26 16. Completed assigned tasks according to the criteria of the employer.

27 17. Displayed appropriate on-the-job behavior.

28 18. Demonstrated a positive attitude towards his/her employer and co-workers.

29-30 19. Discussed and evaluated student performance

Day 2. Explored Careers - Reading Class

1 1. Obtained information about the purpose of studying the career clusters.

2. Demonstrated the ability to master The World of Work: In-School Prevocational Program Pretest.

2 3. Reviewed the results of the pretest.

4. Recorded individual goals based on the pretest results.

3 5. Discussed safety procedures for the classroom.

4	6. Identified reasons why people work.
5	7. Discussed how interest, personality traits and life goals relate to choosing a career.
6	8. Described the occupational cluster concept.
7-37	9. Explored the 15 career clusters suggested by the United States Office of Education.
	a. Agriculture and Agri-business
	b. Business and Office
	c. Communications and Media
	d. Construction
	e. Fine Arts and Humanities
	f. Health
	g. Hospitality and Recreation
	h. Home Economics and Consumer Education
	i. Manufacturing
	j. Marine Science
	k. Marketing and Distribution
	l. Natural Resources and Environment
	m. Personal Services
	n. Public Service
	o. Transportation
38	10. a. Summarized all of the career clusters.
	b. Identified general job categories.
	Objectives 11-22 were developed from

the Life Centered Career: A Competency Based Approach (1978).

39-40 11. Identified sources of occupational information and the kind of information provided by each source.

41 12. Identified the criterion used for selecting careers.

42-44 13. Utilized occupational information sources to identify three major categories of jobs based on the students' interests.

14. Utilized the information obtained about the above three major categories to choose one job of interest from each group.

45-47 15. Obtained specific written information about the three jobs of interests.

a. occupational environment
b. job responsibilities
c. job requirements
d. occupational forecast
e. aptitudes necessary in the job performance
f. training involved
g. wages

48 16. Described the characteristics of those occupations of interests.

49 17. Related meeting his/her personal needs to

the occupational environment, job responsibilities, wages, training requirements, etc. to the jobs of interests.

50 18. Determined the extent to which personal qualifications are commensurate with requirements of jobs of interest.

51 19. Identified activities which can improve aptitudes necessary for a personally preferred job.

52 20. Identified alternatives for occupations for which personal qualifications are not commensurate with identified requirements.

53-56 21. Explored the previously chosen alternatives.

57-58 22. Described ways that these alternative occupations relate to future goals.

59-60 23. Reviewed and evaluated the Exploring Careers competencies.

Day 3. Job Readiness - Language Arts Class. Objectives numbered 2-28 were developed from The Life Centered Education: A Competency Based Approach (1978).

1-10 1. Assessed and reviewed Language Arts skills.

11	2.	Listed sources of information about employment opportunities.
12	3.	Located sources of information about employment opportunities.
13-14	4.	Utilized these sources of information about employment opportunities.
15	5.	Described differences and employment opportunities in the three local counties.
16-19	6.	Identified the steps involved in searching for a job.
20	7.	Identified a potential job through employment resources.
21	8.	Collected personal data to be used for a job application.
22-23	9.	Identified appropriate job application procedures.
24-27	10.	Completed a job application.
28-31	11.	Identified appropriate interview behaviors.
32-33	12.	Applied and interviewed for a classroom management position in person.
34	13.	Applied for a classroom management job by telephone.
35-60	14.	Performed satisfactorily at a pre-determined classroom management job.
36-60	15.	Performed a series of tasks in response

to verbal instructions.

37-60	16.	Performed a series of tasks in response to written directions.
38	17.	Completed a job application for an on-campus job.
39	18.	Arranged a job interview for an on-campus job.
40	19.	Identified satisfactory rates for the on-campus jobs.
41	20.	Identified the roles and responsibilities of the employee.
42-60	21.	Performed at satisfactory rates on the on-campus job.
43	22.	Identified legitimate vs. illegitimate reasons for tardiness and absenteeism.
44	23.	Identified appropriate action to take if late or absent from work.
45	24.	Listed the roles and responsibilities of supervisors.
46	25.	Identified appropriate responses to supervisory instructions.
47	26.	Completed a job following supervisory instructions.
48-52	27.	Completed business and job forms.
53-55	28.	Applied for employee benefits.
56-60	29.	Reviewed and evaluated Job Readiness competencies.

Day 4. Using Numbers - Mathematics Class. Objectives numbered 2a-16 and 18-22 were developed from the Life Centered Education: A Competency Based Approach (1978). Numbers 2 and 17 were developed from The World of Work In-School Career Education Program (1981).

1-10 1. Assessed and reviewed simple mathematical computations.

11-18 2. Named the functions of money.

a. Identified various forms of currency by size and denominations.

b. Count money in coin and bill denominations.

c. Make correct change from both coins and bills.

19 3. Recognized the check deductions.

20 4. Interpreted the check deductions.

21-22 5. Opened a checking account.

23-24 6. Opened a savings account.

25-26 7. Wrote checks, made deposits, and recorded checking transactions (weekly).

27-28 8. Made deposits and withdrawals and recorded savings transaction (weekly).

29 9. Identified resources for obtaining a loan.

30-31 10. Constructed and maintained a personal

budget.

32-33	11.	Recorded major income and expenses.
34	12.	Calculated balances of major debts.
35-37	13.	Selected a wardrobe within a personal budget.
38-39	14.	Recognized the cost per unit of basic food.
40-41	15.	Constructed a grocery shopping list within a budget.
42-46	16.	Defined liquid and solid measures.
47-60	17.	Told time by the hour, one half-hour and five minute intervals.
48	18.	Planned a meal within a personal budget.
49-51	19.	Described the time required to prepare a meal from the basic food groups.
52	20.	Discussed the positive and negative aspects of different kinds of wages.
53	21.	Identified reasons why some jobs pay better than others.
54	22.	Recognized that work is necessary to obtain economic independence.
55-60	23.	Reviewed and evaluated the Using Numbers competencies.

Day	5.	Job Survival Vocabulary - Spelling Class
1-3	1.	Assessed the spelling abilities.
4-8	2.	Defined want ad abbreviations and

vocabulary.

9-13 3. Recognized the vocabulary of an application.

14-19 4. Recognized the employee benefit vocabulary.

20-25 5. Developed a dictionary of words necessary for job survival.

23-24 6. Developed a book of abbreviations necessary for job survival.

25-30 7. Reviewed and evaluated the Job Survival Vocabulary competencies. Objectives lettered a. and b. were developed from The World of Work In-School Career Education Program (1981).

a. Placed Job Survival Vocabulary Words in alphabetical order, found hidden words, and unscrambled words by completing worksheet.

b. Defined employer, employee, occupation, wage, paycheck, punctuality, work record, full-time, part-time, job site, signature, endorse, and white collar and blue collar worker.

Day 6. Filling in the Blanks - Writing Class

1-2 1. Filled in name, address, city, state, zip

code, telephone, age, birthdate, birthplace, school, teacher, sex, race, and parents' names on a worksheet (Ellington, 1981).

3	2.	Wrote name in cursive (Ellington, 1981).
4	3.	Applied for a social security card.
5	4.	Filled in the blanks for a work permit.
6-7	5.	Wrote a letter of application for a classroom Management Job.
8-9	6.	Wrote a resume.
10-11	7.	Wrote a cover letter.
12	8.	Wrote a thank you note to the interviewer.
13	9.	Filled in the blanks of a W-4 Form.
14-60	10.	Filled in the blanks of a time sheet on a daily basis.
15	11.	Completed health insurance forms.
16-60	12.	Sat-up an index file of important job-related addresses.
17-60	13.	Cross indexed the job related addresses.
18	14.	Recorded a telephone message.
19	15.	Wrote a memo.
20	16.	Wrote a reply.
21-25	17.	Wrote a business letter.
26-27	18.	Filled in the forms for billing, ordering, shipping and receiving.
28-30	19.	Reviewed and evaluated the Filling in the

Blank competencies.

Day 7. Community Awareness - Social Studies Class. The objectives in this section were developed from the Life Centered Career Education: A Competency Based Approach (1978).

1-5 1. Demonstrated the ability to read a map.
   a. Demonstrated the ability to locate street addresses.
   b. Interpreted city and state road maps.
   c. Drew a map.

6-7 2. Identified transportation available in the community and listed transportation modes appropriate for personal needs.

8-12 3. Defined the purpose of government.
   a. Generally defined democracy and representative government.
   b. Listed the three branches of government and their functions.
   c. Listed basic civil rights.

13-19 4. Listed and described categories of local laws.
   a. Listed the basic reasons for local laws.
   b. Identified consequences of violating laws.

c. Described the roles and duties of local officers.

d. Listed basic civil rights when questioned by law enforcement officers.

e. Identified obligations when being questioned by a law enforcement official.

f. Described the basic court system and its procedures.

g. Identified resources where one can acquire legal aid.

20-22 5. Listed the major responsibilities of citizens.

a. Identified the importance of being an informed voter.

b. Identified who must register with selective service.

23-24 6. Identified the various community services available to citizens.

25-30 7. Reviewed and evaluated the Career Awareness competencies.

Day 8. Healthful Living - Health. The remaining student training objectives were developed from the Life Cntered Education: A Competency Based Approach (1978).

1	1. Discussed proper grooming and hygiene procedures.
2-3	2. Demonstrated the ability to select the appropriate clothing for various occasions, activities and weather conditions.
4-5	3. Demonstrated mending techniques.
6-60	4. Exhibited proper manners and eating behavior daily.
7	5. Listed ways in which nutrition relates to health.
8-12	6. Planned a balanced meal.
	a. Identified the basic food groups required in each meal.
	b. Identified appropriate foods eaten at the three typical daily meals.
	c. Described meals balanced for nutritional content.
	d. Distinguished the quality of perishable foods.
	e. Identified different types and cuts of meat, fish, poultry.
	f. Read the newspaper ads to take advantage of sales at the various local retailers.
13-17	7. Prepared a balanced meal as a group activity.

a. Identified reasons for participating in this group activity.

b. Identified cooking, safety and cleaning procedures for preparing a meal.

c. Demonstrated proper care of equipment.

d. Maintained proper hygiene in the food preparation area.

e. Followed instructions to prepare food.

f. Demonstrated proper waste disposal.

g. Demonstrated appropriate food storage procedures.

17 8. Listed ways in which exercise relates to health.

18-20 9. Listed ways in which recreation affects both physical and mental health.

a. Listed personal leisure time activities.

b. Identified activities appropriate for different seasons of the year.

c. Listed activities available through both public and community resources.

d. Described appropriate personal leisure activities.

e. Listed the physical and/or financial

requirements of common recreational activities.

21 10. Listed common illnesses and their symptoms.

22 11. Identified resources for assistance with medical problems.

23 12. Listed common medicines found in the home and their uses.

24 13. Described basic first aid techniques.

25 14. Identified potential hazards found in the home.

26-28 15. Identified reasons for common traffic and safety rules and practices.

a. Listed basic pedestrian safety signs and procedures.

b. Identified vehicle safety signs and procedures.

29-30 16. Reviewed and evaluated the Healthful Living competencies.

Week 9. Interesting Persons in Various Disciplines - Biology, Art, Physical Education and Music Classes

1-12 1. Reported on persons of interest with different types of careers.

a. Used different kinds of resources to locate biographical information.

b. Participated in a debate which allows students to discuss how specific careers have benefited society.

c. Wrote a poem describing the careers of interesting people.

Day		
	10.	Support Services
1	1.	Acquaintance session.
2-3	2.	Assessed and/or identified interests, abilities, and physical and psychological needs.
		a. Listed personal abilities
		b. Identified personal interests
		c. Listed positive physical and psychological attributes.
		d. Expressed ways in which positive attributes make him/her feel good.
		e. Described ways in which the action of others affects one's feelings of worth.
4-5	3.	Developed the Individualized Education/Employability Developmental Plan.
6	4.	Determined whether identified jobs are commensurate with interests, abilities, and physical and psychological needs.
7-8	5.	Described information obtained through

observing the three jobs chosen to study.

a. Determined the level of personal abilities regarding the identified occupations.

b. Identified the minimum level of skill and performance required on identified occupations.

c. Identified potential remedial activities which might be required by a specific occupation.

d. Practiced remedial activities.

9-12 6. Discussed and evaluated student performance in relation to the Individualized Education/Employability Developmental Plan.

Section V - A Sequential Plan of Action for the Vocational Assessment/Support Services Coordinator

This additional information outlined the Vocational Assessment/Support Services Coordinator's plan of action taken with the exclusion of the staff development training.

Month	Practicum Plan
November 1986	a. Identified the local employment projections.
April 1987	b. Compiled a review of literature.
April 1987	c. Located available and appropriate resources.
April 1987	d. Designed a prevocational education program.
April 1987	e. Submitted practicum proposal.
May-August 1987	f. Revised practicum proposal.
September 1987	g. Provided public relations, orientation and inservice training.
September-December 1987	h. Implemented the prevocational/ education program.
February 1988	i. Submitted report.
March 1988	j. Revise and finalize report.
March 1988	k. Distribute abstract upon approval.

CHAPTER V

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

Results

Objective one was measured by a matching test which contained the top ten occupations in the county. All of the students were to match the personality traits commonly associated with the occupations at 80 percent accuracy. The objective was met by seven of the ten students participating in the activity.

Every student in the BEH class was not successful in meeting the eighty percent criteria established by the writer for objective one. The three students who did not meet the standard of performance were extremely difficult to motivate, academically disadvantaged and absent frequently. Hence, it must be noted that these students had not resided in the community for a period of two to three years. They were adjusting to living at home as well as attending a public school. The transition between the residential institutions and the home and public school environments was by no means smooth. Subsequently, learning classroom procedures and techniques were not among the top priorities of these students. As a result of their turbulent transitional period, only seventy percent of the students scored 80 or above (see Table 1).

Table 1. Matching Test Results

# Students	Score	Percentage
3	100	30
4	80	40
1	60	10
1	50	10
1	30	10

Objective two was accomplished through a comprehensive vocational assessment process where IEEDP objectives and occupations used in career exploration were identified by the students. These activities assisted the students in learning more about themselves and specifically aided the writer in identifying individual characteristics, education, training and placement needs (Getzel, 1983). All of the students completed the assessment procedure.

On the top portion of the student assistance form (Appendix B) the students were expected to provide general information about themselves. The last student to return to the community was unable to record his address and telephone number. This became one of his goals in which he accomplished within a week with the assistance of his parents, teacher and classmates. Tables 2 and 3 highlighted the information from the bottom portion of the worksheet. The students

identified goals in which they wanted to achieve and occupations they wanted to explore. Upon completion, the students were requested to discuss the worksheets with their parents and bring comments back for the discussion group during first period.

Table 2. Student Goals

Goals	No. Responses
I would like to:	
improve my reading skills	3
improve my employability skills	10
get along with teachers	5
improve my attitude	1
improve my behavior at school	1
get along with people	5
do better work in school	2
improve my math skills	3

Table 3. Jobs For Career Exploration

Occupational Field	No. Responses
Food Service	5
Auto Mechanic	3
Armed Forces	3
Police Officer	2
Horticulture	2
Computer	1
Motorcycle Racer	1
Maintenance	1
Junkie	1
Porno Film Maker	2
Singer	1
Lawyer	2
Housekeeper	1
Masonry	1
Electronic Engineer	1
Driver	1
Child Care	1
Architect	1
Automobile Racer	1

One student refused to identify occupations that would be acceptable in society. Instead, he maintained his aspirations to become a junkie or porno film maker. According to his records, he was an alcoholic syndrome infant although the teacher assistant, a very close

friend of the mother, was adamant that the information was incorrect. However, over the years it was common for him to be suspended for making sexually explicit remarks to staff members and students, and for being disrespectful to authority figures. It was also characteristics of him to use fear tactics to scare his family and peers into getting whatever he wanted. His mother requested residential treatment for him but her request had not been granted by the end of the practicum.

The students' achievement scores ranged from the 2.0 grade level to the 12.9 grade level. Table 4 listed the scores for each student. The diversity of the grade levels in conjunction with the severe behavior problems presented a very stressful situation for the BEH Specialist. An enormous amount of her time was spent planning academic and behavior strategies for the students' improvements. Her efforts to individualize instruction and modify behaviors in regard to meeting the needs of the students was commendable considering the amount of support she received from her teacher assistant. The teacher assistant resented the BEH Specialist, who transferred into the position, primarily because she missed working with the former teacher. On numerous occasions, the teacher assistant covertly sabatoged the BEH Specialist's efforts to improve the behaviors and achievement levels of the students.

Table 4. Achievement Scores

Student	Reading	Mathematics	Spelling
1	7.0	7.0	5.6
2	5.7	3.9	5.7
3	6.4	4.2	3.5
4	2.0	4.1	2.0
5	7.3	12.9	8.4
6	5.0	6.7	4.1
7	6.6	7.0	6.2
8	2.3	6.8	3.4
9	3.7	5.6	3.9
10	8.7	5.3	5.7

To aid the teacher in planning meaningful career exploration activities, the writer surveyed the students' areas of interest. The academic areas received the lowest scores. Ninety percent of the students were not interested in occupations needing computational skills even though 60 percent of them were at, near, or above their grade levels in mathematics. While one was interested in the scientific field, seventy percent of them were not interested. The literary field was not chosen by a student. These selections were probably due to the students' dislike for acquiring academic skills. Most of them disliked school.

The highest level of interests were in the mechanical, persuasive, dramatic and clerical

occupational fields. Some of the males expressed that they were taught at an early age to fix things such as toys and bikes which probably attributed to the high mechanical scores. Over the years, students were also taught to disguise their negative behavior which probably resulted in the high scores for the persuasive and dramatic areas. The students who took Introduction to Computer class scored the highest in the clerical area.

Table 5. Areas of Interest

	High	Low
Mechanical	6	1
Persuasive	5	-
Drama	5	1
Clerical	5	3
Outdoor	3	-
Social Service	3	2
Computational	-	9
Science	1	7
Art	1	3
Literary	-	4

A pretest was used to assess the students' basic knowledge about themselves and common occupational words. The majority of the students filled in the blanks correctly (incorrect responses were shown in Table 6). However, sixty percent of the students did

not understand what to write when requested to write their initials. This was one of the easiest tasks for the teacher to help the students accomplish. It was a little more difficult to teach the seventy percent who could not write their signatures correctly since they preferred using shorter versions of their names or names other than their correct names.

Parental assistance was needed to meet some goals. The parents of the adopted child helped her identify a birthplace and learn to spell her proper name. The parents of students with low spelling scores assisted them in spelling the parents' names, hometown, mailing address, and other necessary proper names.

Common occupational words were also assessed on the pretest (see Table 6). The incorrect responses were used as objectives to assist the students in increasing their occupational vocabularies.

Table 6. Pretest Results

Information Assessed	Incorrect Responses
Name	1
Intitals	6
Address	1
Hometown Spelling	2
Birthplace Spelling	3
Birthplace	1
Spell Parents' Names	3

Occupational Words	Incorrect Responses
Employer	4
Employee	3
Occupation	4
Behavior/Conduct	2
Job Site	5
Wage	4
Paycheck	5
Time Sheet	4
Accuracy	5
Signature	4
Endorsing	4
Write Your Signature	7

The learning styles were multiple. Most of the students' results were dominate in the minor areas. All of the students chose visual language, auditory numerical, auditory-visual kinesthetic combination, and group learner as either major or minor learning styles (Table 7). This wide variety of common learning styles enhanced the teacher's instructional presentations by allowing her to use many methods and techniques. The only student who did not choose the written expressive language was the student with neurological problems. His handicap was allotted for by allowing him to respond orally or on a tape recorder.

Table 7. Learning Styles

Learning Styles	Major	Minor	Total
Auditory Language	2	7	9
Visual Language	1	9	10
Auditory Numerical	2	8	10
Visual Numerical	1	9	10
Auditory-Visual Kinesthetic Combo	4	6	10
Individual Learner	0	8	8
Group Learner	1	9	10
Oral Expressive	1	7	8
Written Expressive	1	8	9

Having the most recent behavior assessment results gave the teacher an indication as to how much the students had matured since the information in the folders had been collected. The results of the behavior assessment revealed that ninety percent of the students had traumatic experiences early in their lives. Information in their folders could attest to the accuracy of that statement. The student from the upper middle class family was the only student who had not experienced something devastating in his life.

Sixty percent of the students expressed that their needs for affection were being met. The other students were categorized as being under social which probably

contributed to their needs not being met. In contrast to what they expressed, the instrument revealed that what they wanted was more affection. Five were considered over social and five were under social. Therefore, only one student's needs were actually being met in the area of affection.

When they expressed their needs for being included in relationships, forty percent indicated their needs were being met. In contrast, the scores indicated that actually only one student's needs were being met in this area. The other forty percent were either under social or over social and wanted to be included in relationships even though they expressed otherwise. Only twenty percent of the students expressed that the amount of control that they had in relationships was adequate. Sixty percent were under social and the remaining students were over social in this area. However, the results revealed that sixty percent of the students' needs were being met as far as the amount of control they really wanted in a relationship. Even though most adolescents think that they want control, they secretly desire control in most situations to help manage their behaviors.

The Informal Assessment was a worksheet used to develop rapport, and provide general information about the students' interests, aptitudes, abilities, personality traits, attitudes, experiences, family

background and educational aspirations. Only the student from the upper middle class home wanted to further his education beyond high school. His mother constantly led him to believe that it was possible for him to attend college or join the armed forces despite his enormous handicaps.

Most of the students were unrealistic about their mental health, psychological needs, abilities and personality traits, but they were somewhat accurate about their interests and aptitudes. The discussion of job satisfaction was beyond the scope of most students at the beginning of the practicum. However, one student could talk intelligently about working. He had work experiences selling candy illegally at school. That was his way of supplementing his mother's social service stipend.

All of the students could identify jobs of some family members. The students interested in auto mechanics, motorcyle racing, and driving became interested in these occupations because they were influenced by their family members' jobs or leisure activities.

At the end of the worksheet, the writer assisted each student in writing a paragraph based on the knowledge gained from the informal assessment. This provided the student with information about himself. With the information gathered and analyzed, the writer

developed an IEEDP for each student (Appendix C).

Objective number three was measured with a written activity (Appendix D). After reading about occupations, participating in the employment security field trip, interviewing workers and listening to guest speakers, the students were requested to develop a paragraph listing at least ten factors important to the occupations they chose to study. By the time the third paragraphs were written, all of the students except one was able to include ten factors in their paragraphs. They chose to write about the following occupations: (a) architect, (b) patrol officer, (c) child care worker, (d) lawyer, (e) diesel mechanic (f) automobile racer, (g) military police, (h) singer, (i) electronic engineer, and (j) driver. The paragraphs are included in Appendix D. Time was spent with the students helping them to narrow down jobs that would relate to the chosen occupations in which they could be successful.

Overall the practicum had a positive effect on the BEH Specialist, the prevocational teachers and the students. The teachers began working together for the benefit of the students. They shared resources, materials and ideas. The prevocational educators began to seriously review the IEPs and provide input. They began attending SBC meetings without having to be directed to participate. They also developed a list of resources and made it available to the BEH Specialist

and sixth grade teachers who were incorporating prevocational education into their curriculum.

The incorporation of the prevocational information into the BEH curriculum resulted in the students transferring material learned from one subject to another. Generally, it was a problem for BEH students to transfer concepts, but with the overlapping of concepts the students were able to use the knowledge appropriately in different subject areas.

The contact with the parents was another improvement in the education of the students. The weekly contact helped to increase the care and positive attention that most of these students received at home. The teacher felt that the grooming chart caused the parents to pay more attention to what their children wore to school. The discussion assignments also prompted more positive interactions between the children and their parents. The children learned more about the realities of life such as budgeting which made the parents feel grateful.

The SBC members were grateful for the vocational assessment information. The results were used in planning the students' vocational programs and became permanent records in their Exceptional Children's folders. With the assessment results the BEH Specialist also felt more comfortable formulating vocational objectives for the IEPs.

The on-the-job training program had both a positive and a negative effect on all concerned. It was appropriate for the students who had been enrolled in the public school BEH programs for a year or more. Having a job meant that they could leave the BEH classroom and work in a setting that was not predominately academic. Not only that, they were able to use their token money as if it were real. They were without a doubt portraying productive citizens. As a matter of fact, these same students were suspended less during the first semester than in the same time period the year previously.

The students entering the program for the first year or who were returning from an institution found the freedom to be overwhelming. They were unable to work for four weeks because of their erratic behaviors. Therefore, they did not benefit as much from working outside of the classroom with the work supervisors as the other six students did. The short period that they did work, their evaluations were negative. One of the students had to enroll in the homebound instruction program and another student had to be escorted anytime he left the classroom.

Even though the teachers began working more together as a team, the administrators did not improve their working relationship. They continued to provide support for the problem solving activity but they did

not make efforts to become a team. Nor did the BEH Specialist and the teacher assistant ever develop a cooperative working relationship. The teacher assistant was eventually counseled by the Director of Personnel in reference to her job. Ironically that added more resentment since the teacher assistant felt that the teacher had reported her. Actually, it was the counselor and other staff members who saw the teacher assistant take 90 free minutes daily in the lounge. The principal actually reported her to the personnel director because she had been forced on him a few years back because she did not do her job at another school.

CONCLUSIONS

The first and third objectives were attempted in the BEH classroom. All of the students did complete the test matching ten common jobs with the basic personal characteristics needed to succeed in them. However, all of the students were not able to meet the criteria set by the writer. This was partially due to the problems stated earlier in the paper.

The paragraphs were written but it took three attempts before nine of the students accomplished the objective. The student who did not record ten factors in his occupation had extremely deficit skills.

The objective two was met more successfully than

the other two objectives probably because the writer did not have to experience the turmoil the BEH Specialist experienced on a daily basis. The students enjoyed leaving their classroom for the individual and group sessions which also made the task more pleasurable. Subsequently, the additional support was welcomed by the teacher. The results were extremely helpful because the writer analyzed the interests, desires, attitudes, and skills and placed the results on one form so that educators and parents could review information about the student without having to read an enormous amount of material.

The results of the problem solving activity supported the belief that planning the vocational programs of the handicapped helps to ensure a smoother transition from the middle school to the junior high to the high school and finally to the community. If each handicapped student received this much support, then they would probably be more prepared for the world of work upon graduation.

RECOMMENDATIONS

The writer had five specific recommendations based on the events of the practicum. First, the BEH Specialist should request an additional teacher assistant to aide her with the violent students. Second, she should request assistance in helping her

present teacher assistant deal with her conflict. Third, the counselors should play a larger role in assisting the BEH Specialist. Fourth, the institutions discharging students should provide more support during the students' transitional periods. Finally, a volunteer program should be created to eliminate burnout for the teacher. Working with these students was very stressful primarily because of the varied academic levels, violent behaviors and uncooperative teacher assistant. The teacher definitely could have benefited from an additional teacher assistant, more support from the principal and the director of the handicapped program. Actually, too many underlying circumstances prohibited this from happening. It was amazing how well the teacher survived the first semester!

DISSEMINATION

The results of this practicum project were shared with the Principal, the Directors of the Exceptional Children and the Vocational Education Programs. Afterwhich the writer was promoted full-time as the Vocational Education Support Services Coordinator for the middle and high schools. The writer was able to plan appropriate assessment programs needed for all handicapped and disadvantaged students enrolled in vocational programs. Activities such as group and individual counseling, remediation, and job skills were

also planned as support services to students experiencing difficulty in their educational programs. Two assistants were assigned to the Support Services Program to help implement these services. In addition, the writer became a member of the SBCs for both schools to provide input.

References

Brolin, D. E. (Ed.) (1978). Life centered career education: A competency based approach. Reston, VA: The Council for Exceptional Children. Reston, VA: CEC.

Cobb, R. B. & Phelps, L.A. (1983). Analyzing individualized education programs for vocational components: An exploratory study. Exceptional Children, 50, 62-63.

Cole, C. G. (1982). Career guidance for middle-junior high school students. Vocational Guidance Quarterly, 30, 308-314.

Easton, G. (1982, April). Integrated services of a prevocational setting for L.D. and B.D. adolescents. Paper presented at the annual International Convention of the Council for Exceptional Children, Houston, Texas.

Edgar, E. (1985). How do special education students fare after they leave school? A response to Husazi, Gordon, and Roe. Exceptional Children, 51, 470-473.

Ellington, C. E. (1981). The world of work in-school career education program. Birmingham, AL: EBSCO.

Fardig, D. B., Algozzine, R. F., Schwartz, S. E., Hensel, J. W., & Westling, D. L. (1985). Postsecondary vocational adjustment of rural, mildly handicapped students. Exceptional Children, 52, 115-121.

Flad, B. R. & Canty, J. M. (1980). Instrumentation for situational assessment undertaken for the vocational assessment for special needs project. (Report No. TM 810 041). Upton, Mass: Blackstone Valley Regional Vocational School District. (ERIC Document Reproduction Service No. ED 195 587).

Fullerton Union High School District (1980). Project worker: Teacher's manual for a course in career decision making for special education. (Report No. CE 001 331). Sacramento, CA: California State Department of Education (ERIC Document Reproduction No. ED 091 560).

Gruenhagen, K. A. (1979). Career education for the exceptional student. (Report No. CE 024 356). Columbia, SC: State Department of Education, Office of Occupational Information (ERIC Document Reproduction Service No. ED 163 805).

Hasazi, S. B., Gordon, L. R., & Roe, C. A. (1985). Factors associated with the employment status of handicapped youth exiting high school from 1979 to 1983. Exceptional Children, 51, 455-468.

Humes, C. W. (1982). Career guidance for the handicapped: A comprehensive approach. Vocational Guidance Quarterly, 30, 351-358.

Jablonsky, R. N. (1976). Hands and MIND, Mind, Inc.

King-Fitch, C. C. (1983). Assist exceptional students in developing career planning skills. Athens, GA: The Ohio State Univesity, The National Center for Research in Vocational Education. (ERIC Document Reproduction Service No. ED 228 427).

Levinson, E. M. (1984). A vocationally oriented secondary school program for the emotionally disturbed. Vocational Guidance Quarterly, 33, 76-81.

MacArthur, C. A. & Allen, C. (1981). Vocational education for the handicapped: Models for preparing personnel. (Report No. CE 030 989). Urbana, IL: University of Illinois at Urbana-Champaign, Office of Career Development for Special Populations. (ERIC Document Reproduction Service No. ED 211 720).

Menz, F. E. (1978). Vocational evaluation with adolescents: Description and evaluation of a program for reluctant learners. (Report No. CE 025-012). Menomonie, WI: University of Wisconsin-Stout, Research and Training Center, Stout Vocational Rehabilitation Institute. (ERIC Document Reproduction Service No. ED 185 392).

Morgan, W. R. (1983). Learning and student life quality of public and private school youth. Sociology of Education, 56, 187-202.

Peck, C. A., Fasbender, T. B., Cooke, T. P., & Apolloni, T. (1982). Teaching prevocational skills to EMR adolescents. Adolescence, 17, 870-880.

Petzy, V. (1980). A preliminary operations manual for vocational assessment of special needs students (Project No. 80-805-605-027-7). Boston: Massachusetts State Department of Education.

Pooley, R. C. (1979). A model program for teenage youth: First year evaluation of knowledge development. (Report No. CE 130 107). Norfolk, VA: The James Barry-Robinson Institute, (ERIC Document Reproduction Service No. ED 191 245).

Stamm, M. L. (1981 Ed.). Career Assessment guidelines for middle and high school students with special needs. (Available from [Guidance Awareness Publications, Box 106, Rancocas, NJ 08073])

State Department of Public Instruction (1984). Rules governing programs and services for children with special needs. Raleigh, NC: Division of Exceptional Children.

Stodden, R. A. (1980). Vocational assessment of special needs individuals. (Project No. 80-805-605-027-7). Massachusetts: State Department of Education.

Uthe, E. F. (1980). Assessment of vocational aptitudes for the handicapped. (Report No. CE 029 338). Lexington, KY: Kentucky University, Division of Vocational Education, (ERIC Document Reproduction No. ED 182 465).

Waugh, J. (1982). Assessment and curriculum guide for special students. (Report No. CE 035 455). Fort Dodge, Iowa: Central community College, Arrowhead Education Agency, (ERIC Document Reproduction Service No. ED 228 402).

Wircensky, J. L. (1982). Employability Skills for the Special Needs Learner: An Integrated Program of Reading, Math, and Daily Living Skills. (Available from [Aspen Systems Corp. Distribution Center, 16792 Oakmont Avenue, Gaithersburg, MD 20877]).

APPENDICES

APPENDIX A

MATCHING TEST

Matching Test

Name_____

Date_____

Directions: Match the personality traits commonly associated with the ten occupations.

1.	Waitress/Waiters	a.	like to work outside.
2.	Child Care Attendants	b.	like to count money.
3.	Fast Food Crew Members	c.	like to create designs.
4.	Nurse Aides	d.	know the alphabet well.
5.	Sales Clerks	e.	like to work with groups of children.
6.	Construction Workers	f.	like to take care of people.
7.	Cashiers	g.	like to work on a team.
8.	Medical Records Clerks	h.	like to persuade others.
9.	Clothing Service Workers	i.	like to work in an office.
10.	Secretaries	j.	like to serve people.

APPENDIX B

STUDENT ASSISTANCE FORM

NAME_____

DATE_____

My Goals For The Year

Directions: Complete this student assistance form.

Name:_____

Address_____

City:_____ State:____ Zip Code:_____

Telephone Number:_____

Grade:_____

Age:_____ Date of Birth:_____

Sex:_____ Race:_____

I would like to improve my ability to:

1. _____

2. _____

3. _____

Name three jobs that you might be interested in doing.

1. _____

2. _____

3. _____

APPENDIX C

INDIVIDUALIZED EDUCATION/EMPLOYABILITY DEVELOPMENT PLAN

INDIVIDUALIZED EDUCATIONAL/EMPLOYABILITY
DEVELOPMENTAL PLAN

(M)
(F) Participant's Name_____
Social Security Number_____
Mailing Address_____
Phone Number_____
Age____ Grade ( ) Teacher_____

Developmental Date: ___/___/____

_____
_____

I. Employability Readiness Assessment

A. Educational History: (Strengths & Needs)

_____
_____
_____
_____
_____
_____

B. Extra Curriculum Activities: _____

_____
_____
_____
_____

C. Employment History: _____

_____

D. Testing/Inventories:

Type	Date Administered	Results

II. A. GOALS

I would like to improve my ability to:

1. _____

2. _____

3. _____

B. SPECIFIC CAREER EXPLORATION

Name three jobs that you might be interested in doing:

1. _____

2. _____

3. _____

III. PERIODIC PROGRESS REPORT (The IEEDP should be updated at least once every week)

Date(s)	State Goal (or Goal No.)	Comp.	Incomp.	Comments

Student_____ Parent_____

Exceptional Children Teacher_____

Support Services Coordinator_____

APPENDIX D
WRITE A PARAGRAPH ABOUT AN OCCUPATION

ARCHITECT

Disadvantages of becoming an architect is that you have to take a long period of training. You have to take science, math, social studies, drafting and four years of college.

In the 1980s computers might limit the demand for architects.

Advantages are that you can use your creative ability. You have the opportunity to be self-employed.

The starting salary is $20,000 and $80,000 plus per year - thats working 40 hours plus per week.

You got to get a B.A. in architecture. The age is usually around 21. The number employed in 1985 was 85,000. The number of openings is 5,000 per year.

You have to work streneous hours in someone's or your office.

Write A Paragraph About an Occupation

Directions: Develop a paragraph about one of the three occupations you chose to explore. Provide such information as the category of worker, personality traits needed to be successful, typical duties, abilities needed, working environment, training requirements, oopportunity for advancement, employment projections for the year 2000, earnings, career cluster, and related school subjects.

My name is I am 12 and todays date is 12-2-87. The name of this book is Guide for Occupational Exploration. The education & training that needed is Electricity and magnetism, Mechanics, Electromagnetic Theory Energy Conversion.

Some abilities needed are Math & Science. Two other things you need are Reading and licensed. The duties you have to do are Working on electrical engineering and (or) desk work.
The working conditions are that you will work under supervision, its dangerous work and you have to work night and (or) weekends.

Write A Paragraph About an Occupation

Directions: Develop a paragraph about one of the three occupations you chose to explore. Provide such information as the category of worker, personality traits needed to be successful, typical duties, abilities needed, working environment, training requirements, oopportunity for advancement, employment projections for the year 2000, earnings, career cluster, and related school subjects.

A Singer Needs A occupational outlook hand book. And A SiNger MuSt HAVE tALet A SiNger NeedS to BeABle TO TRAVES. and go PlACES And A SiNger MuSt go ON TOUR. A SiNger NeedS to go out And Sing FoR the PeoPle A SiNger NeedS to PRAtice DAILY

Write A Paragraph About an Occupation

Directions: Develop a paragraph about one of the three occupations you chose to explore. Provide such information as the category of worker, personality traits needed to be successful, typical duties, abilities needed, working environment, training requirements, oopportunity for advancement, employment projections for the year 2000, earnings, career cluster, and related school subjects.

I chose a childcare worker for my occupational work. You need little or no expereince, but some employers prefer high school diploma. You should like working with small children, should be kind and paitient. You must have good business sense and managenet abilities. You would play, change diapers, feed, clothe, clean when dirty, love, and be very caring for the child. Its a routine uncharging work, working with out supervision, It can be a high pressure work. Salary a year would be 9,200, 15,600. Those who want to advance need formal training or certification. Job opening for Childcare workers should be plentiful through the 1990's.

Write A Paragraph About an Occupation

Directions: Develop a paragraph about one of the three occupations you chose to explore. Provide such information as the category of worker, personality traits needed to be successful, typical duties, abilities needed, working environment, training requirements, opportunity for advancement, employment projections for the year 2000, earnings, career cluster, and related school subjects.

I would like to be a Lawyer
some of the requirments are highschool diplom.
3 years of collage be able to deal with
people. Some of the duties are to pick your
own hours and clients and pay.
a lawyer works under pressar and also
works with out supiors and work with others
The pay ranse is from 20,000 to 100,000
The avanses of this job change salarys and
time and clints Some disavanse are
~~Some~~ lower schalast ratings long
hours and less reading

Write A Paragraph About an Occupation

Directions: Develop a paragraph about one of the three occupations you chose to explore. Provide such information as the category of worker, personality traits needed to be successful, typical duties, abilities needed, working environment, training requirements, opportunity for advancement, employment projections for the year 2000, earnings, career cluster, and related school subjects.

I want to be a Diesel Mechanic. You need to have a high School education. And you also need license. Mechanic and verbal or the abities that you need. The duties of of the job is to repare engines and work own our own. The special working condation's are loud, noise, dangerous work, getting dirty or greasy. Some of the private small shops have poor lighting and ventilation. The pay is $5 to $12 dollars an hour. Having more experience make it a lot better.

Write A Paragraph About an Occupation

Directions: Develop a paragraph about one of the three occupations you chose to explore. Provide such information as the category of worker, personality traits needed to be successful, typical duties, abilities needed, working environment, training requirements, oopportunity for advancement, employment projections for the year 2000, earnings, career cluster, and related school subjects.

I'm interested in racing as an occupation. To be a racer you have to a high school diploma. you would need a license to be a racer. clf you want to be a racer you have to past a test to get you racing license. You have to find a sponsor and a pit crew before you start racing. Racing is a dangerous and high pressure work. If you win the race your pay would be higher than if you lose. Race will never get old. It's fun to race because of competiton.

Write a paragraph about an occupation

Directions: Select a paragraph about one of the three occupations you chose to explore. Provide such information as the category of worker, preparation and skills needed to be successful, typical duties, working conditions, physical environment, training requirements, opportunity for advancement, employment projections for the year 2000, earnings, career cluster, and related school subjects.

I would like to be a mitiary police. I would need training at Federal Service Academies. I would need a High School Diplona. Health is inportmnt. My Job would be to Patrol the miliary Base. I like to work outdoors. I would to work with Otheis. The average pay is 14,263. The offers good benefits. Advancemen is good, But the job is dongerous. And one is not always sure were he will be stationed.

Write A Paragraph About an Occupation

Directions: Develop a paragraph about one of the three occupations you chose to explore. Provide such information as the category of worker, personality traits needed to be successful, typical duties, abilities needed, working environment, training requirements, opportunity for advancement, employment projections for the year 2000, earnings, career cluster, and related school subjects.

A high school school edecation, a written exams a exams test your foot, hand, and eye. You like dealing with the public. You are a careful driver. You can work without supervision. Companies regure drivers to be at 21 to 24 years old. Local drivers work 40-hour week. And work Saturdays and Sundays are regular work days When a company operates a 24 hour day some driver must work nights. A bus drivers many make to to 20.000 - 39,000 year. A driver many be promoted to dispatcher supervisor instructor, terminal manager regional.

APPENDIX E

PRETEST GOAL SHEET

THE WORLD OF WORK PRE/POST TEST

1. Review the results of the test. What improvements do you need to make? Record your goals based on the pretest results.

APPENDIX F

INFORMAL ASSESSMENT

INFORMAL ASSESSMENT

NAME_____ GRADE___ DATE_____

1. Ten years from today I might be a _____.

The job you hold will depend on your:
interests
aptitudes
abilities
education
attitudes
experiences
family background

INTERESTS - things you like to do.

2. What are your interests?

___indoors
___outdoors
___people
___music
___mechanical
___sports
___animals
___physical activity
___art
___literary

3. What are some jobs that interest you?

APTITUDES - natural talents you were born with such as singing. Here is an aptitude list. Put an X for each aptitude in the column that you think applies - poor, so-so, or good.

	Poor	So-so	Good
1. Mechanical (can work with tools, machines, etc., to assemble, disassemble, or repair).....	____	____	____
2. Musical (can perform or appreciate performers.....	____	____	____
3. Personal (able to provide services or counsel, or teach or aid others).....	____	____	____
4. Intellectual (can work with abstract ideas and systems of thought).....	____	____	____
5. Administrative (can organize numbers, or people, or systems, or record-keeping).....	____	____	____
6. Athletic (can engage in individual or competitive physical activities, can handle my body well).....	____	____	____
7. Green thumb (can make things grow	____	____	____
8. Persuasive (have ability to sell ideas or products).....	____	____	____
9. Artistic (can create with words, pictures, wood, photos, etc.)....	____	____	____

10. Spiritual (have desire to probe and share meanings of existence).	____	____	____
11. Homey (can work with children, or house, or foods, or furnishings.....	____	____	____
12. Scientific (able to observe, study, experiment, put in order)	____	____	____

ABILITIES - things you have learned to do such as learning to play ribbon music.

Here is an abilities list. Put an X for each ability in the column that you think applies to you.

_____ Accuracy
_____ Speed
_____ Coordination
_____ To listen and record accurately
_____ To put things in order
_____ Concerned with small details
_____ Convince others
_____ Persuade
_____ Flexible in all situations
_____ See relationships between objects or ideas and ideas
_____ Aggressive
_____ To plan use of time
_____ Coordinate activities of many people at the time
_____ To inquire, research alternatives to make decisions for change and improvement
_____ Anticipate needs of others
_____ Concern about future
_____ To see cause and effect relationship
_____ Ability to appreciate other people and their contributions

EDUCATION - the obtaining of knowledge or skill through schooling

4. How much education are you willing to have?_____

5. Do you want a job that takes a lot of schooling?_____

PERSONALITY TRAITS - your unique mental, emotional, and social characteristics which make you different from everyone else.

IMPORTANT - The job you choose must be right for your personality. So you must know what your personality is in order to choose your job wisely.

Here is a personality traits list. Put an X for each personality trait in the column that you think applies to you.

_____ Organized - demand accuracy, often busy going and doing
_____ Stable - mature, can face reality, not easily upset
_____ Trusting - believes people, accepts similarities, not suspicious
_____ Shy - often timid, dependent, and easily threatened
_____ Sensitive - concerned with feelings of others very much understanding and dependent
_____ Persistent - often moralistic or military, high regard for rules
_____ Independent - self-assured, self-sufficient not a joiner, often resourceful
_____ Intelligent - thinks abstractly, often impressed with learning
_____ Nurturing - a 'doer, likes people, often busy young and nurse
_____ Creative - likes to experiment, liberal, nonconformist, individualistic
_____ Enthusiastic - something happy-go-lucky, rarely 'down', active person
_____ Imaginative - bold, venturesome, sometimes unorthodox, individualistic
_____ Aggressive - often a leader, sometimes stubborn, competitive
_____ Clever - socially polished, sometimes stubborn competitive

[illegible]

[illegible]

[illegible]

[illegible]

APPENDIX G
LIST OF RESOURCES

VOCATIONAL ASSESSMENT/SUPPORT SERVICES MATERIALS
INVENTORY

Filmstrips/Cassettes/Books/Workbooks
Description

You, Your Employer & Your Co-Worker

Your Progress on the Job

Why We Work

Getting Job Leads

Filling Out Application

Preparing for the Intervies

The Job Interview

Your First Days on the Job

Your Paycheck Deductions

Sequences in Self-Exploration

Goofy Goes to Work

Getting a Job

"Keeping a Job"

Activity Workbooks (Getting the Main Idea, Using Details

Using the Sequence, Working with Inferences, focusing on Critical Reading, (Preparing for a Job, Help-wanted ads, Applying for a Job, The Job Application Form, the Job Interview)

Workbook, "Reading for Survival, Vol. I"

Workbook, "Reading for Survival, Vol. II"

Book, "Your Working Life"

Student Workbook, "Your Working Life"

Book, "Young People's Yellow Pages"

Game, Careers Board Game

Classroom Money Kit

Posters, Guidance Posters

Learning Units, Comprehensive Career Ed. System

Career Box, 2nd Ed.

Basic Skill in Following Direction

Basic Skill in Reading and Understanding the Newspaper

Basic Skill Around the House

Curriculum Program Box - What's There to Do?

Workook, "Getting Around"
Workbook, "Figure Your Income Taxes"
Workbook, "Me and my Future
Career Opportunities Work Booklet
Workbooks, "Basic Skill in Shopping"
Workbooks, "Basics in Using Money"
Dictionary of Occupational Titles
Booklets, "Life in the Marine Corps
Reasoning INFERENCES Appreciation Kit
Career Opportunities (in the tooling machine industry) Booklet
Superstar of Movies and TV (Booklet)
Desk Top Career Kit
Scott, Foreman Mathematics (Teacher's Edition) Book #6
Basic Skill in Figure Your Income Tax
Basic Skill in Shopping
Basic Skill in Using Money
Basic Skill in Getting Around
Basic Skill Around the House
Trouble: Shooting Mathematics Skill (Book)
Guide to Occupational Exploration
Occupational Outlook Handbook